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Focus ON READING

Vocabulary

READING
COMPREHENSION

The Cay

Theodore Taylor

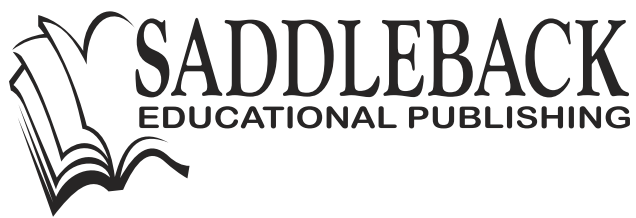
ACTIVATE PRIOR KNOWLEDGE

Reproducible Activities

Focus **ON READING**

The Cay

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Introduction/Classroom Management

WELCOME TO *FOCUS ON READING*

Focus on Reading literature study guides are designed to help all students comprehend and analyze their reading. Many teachers have grappled with the question of how to make quality literature accessible to all students. Students who are already avid readers of quality literature are motivated to read and are familiar with prereading and reading strategies. However, struggling readers frequently lack basic reading skills and are not equipped with the prior knowledge and reading strategies to thoroughly engage in the classroom literature experience.

Focus on Reading is designed to make teachers' and students' lives easier! How? By providing materials that allow all students to take part in reading quality literature. Each *Focus on Reading* study guide contains activities that focus on vocabulary and comprehension skills that students need to get the most from their reading. In addition, each section within the guide contains a before-reading **Focus Your Reading** page containing tools to ensure success: **Vocabulary Words to Know**, **Things to Know**, and **Questions to Think About**. These study aids will help students who may not have the prior knowledge they need to truly comprehend the reading.

USING *FOCUS ON READING*

Focus on Reading is designed to make it easy for you to meet the individual needs of students who require additional reading skills support. Each *Focus on Reading* study guide contains teacher and student support materials, reproducible student activity sheets, an end-of-book test, and an answer key.

- **Focus on the Book**, a convenient reference page for the teacher, provides a brief overview of the entire book including a synopsis, information about the setting, author data, and historical background.
- **Focus Your Knowledge**, a reference page for students, is a whole-book, prereading activity designed to activate prior knowledge and immerse students in the topic.

The study guide divides the novel into 6 manageable sections to make it easy to plan classroom time. Five activities are devoted to each section of the novel.

Before Reading

- **Focus Your Reading** consists of 3 prereading sections:

Vocabulary Words to Know lists and defines 10 vocabulary words students will encounter in their reading. Students will not have to interrupt their reading to look up, ask for, or spend a lot of time figuring out the meaning of unfamiliar words. These words are later studied in-depth within the lesson.

Things to Know identifies terms or concepts that are integral to the reading but that may not be familiar to today's students. This section is intended to "level the playing field" for those students who may not have much prior knowledge about the time period, culture, or theme of the book. It also gets students involved with the book, increasing interest before they begin reading.

Questions to Think About helps students focus on the main ideas and important details they should be looking for as they read. This activity helps give students a *purpose* for reading. The goal of these guiding questions is to build knowledge, confidence, and comfort with the topics in the reading.

During Reading

- **Build Your Vocabulary** presents the 10 unit focus words in the exact context of the book. Students are then asked to write their own definitions and sentences for the words.
- **Check Your Understanding: Multiple Choice** offers 10 multiple-choice, literal comprehension questions for each section.
- **Check Your Understanding: Short Answer** contains 10 short-answer questions based on the reading.

After Reading

- **Deepen Your Understanding** is a writing activity that extends appreciation and analysis of the book. This activity focuses on critical-thinking skills and literary analysis.
- **End-of-Book Test** contains 20 multiple-choice items covering the book. These items ask questions that require students to synthesize the information in the book and make inferences in their answers.

CLASSROOM MANAGEMENT

Focus on Reading is very flexible. It can be used by the whole class, by small groups, or by individuals. Each study guide divides the novel into 6 manageable units of study.

This literature comprehension program is simple to use. Just photocopy the lessons and distribute them at the appropriate time as students read the novel.

You may want to reproduce and discuss the **Focus Your Knowledge** page before distributing the paperbacks. This page develops and activates prior knowledge to ensure that students have a grounding in the book before beginning reading. After reading this whole-book prereading page, students are ready to dive into the book.

The **Focus Your Reading** prereading activities are the keystone of this program. They prepare students for what they are going to read, providing focus for the complex task of reading. These pages should be distributed before students actually begin reading the corresponding section of the novel. There are no questions to be answered on these pages; these are for reference and support during reading. Students may choose to take notes on these pages as they read. This will also give students a study tool for review before the **End-of-Book Test**.

The **Focus Your Reading** pages also provide an excellent bridge to home. Parents, mentors, tutors, or

other involved adults can review vocabulary words with students, offer their own insights about the historical and cultural background outlined, and become familiar with the ideas students will be reading about. This can help families talk to students in a meaningful way about their reading, and it gives the adults something concrete to ask about to be sure that students are reading and understanding.

The **Build Your Vocabulary** and **Check Your Understanding: Multiple Choice** and **Short Answer** activities should be distributed when students begin reading the corresponding section of the novel. These literature guide pages are intended to help students comprehend and retain what they read; they should be available for students to refer to at any time during the reading.

Deepen Your Understanding is an optional extension activity that goes beyond literal questions about the book, asking students for their own ideas and opinions—and the reasons behind them. These postreading activities generally focus on literary analysis.

As reflected in its title, the **End-of-Book Test** is a postreading comprehension test to be completed after the entire novel has been read.

For your convenience, a clear **Answer Key** simplifies the scoring process.

Focus on the Book

Synopsis

Phillip Enright is an American boy living on the Caribbean island of Curaçao during World War II. When the German presence in the Caribbean threatens to escalate, Phillip's mother decides the time has come to return to the United States. She sets off on a dangerous sea voyage back to Virginia with the unwilling Phillip in tow. Within a week, their freighter is sunk by a U-boat; eleven-year-old Phillip, knocked unconscious by a blow to the head, is separated from his mother.

Phillip's life alters abruptly when he awakens on a raft, adrift in the Atlantic Ocean, and alone except for a cat and an old West Indian deckhand named Timothy. When his head injury leaves him blind, Phillip suddenly is not only lost but helpless. Thanks to Timothy's remarkable kindness and wisdom, Phillip survives and learns to overcome both his racial prejudice and his handicap.

While *The Cay* is a classic story of shipwreck and survival, it is also much more. At its core, it is a story of friendship—a friendship that not only crosses but eradicates the barriers of race, culture, age, and privilege.

First published in 1969, *The Cay* has won eleven literary awards, most notably the Lewis Carroll Shelf Award.

About the Author

Like Phillip Enright, the “almost” twelve-year-old shipwrecked protagonist of *The Cay*, author Theodore Taylor lived an early life of striking independence and adventure. Born and raised in rural North Carolina, he spent his boyhood roaming the local woods and waterways and climbing the many trees around his home. “A writer,” he has observed, “needs to explore, mentally and physically.”

Taylor's family had little money, and the Great Depression of the 1930s made it necessary for him to go to work at a very young age. He began writing when he was thirteen. Initially, he covered high school sports for a newspaper in nearby Portsmouth, Virginia. Here he heard the whistles of ships entering and leaving the port and fantasized about what it would be like to be a sailor seeing the world. Writing for the paper was just a job to

him then; being a sailor seemed like a real adventure.

Taylor finally became a sailor when he was assigned as a seaman to several different merchant ships plying the Atlantic during World War II. The first ship he served on was a gasoline tanker, not unlike the *Empire Tern* described in *The Cay*. Later in the war, he became a naval officer and served with the forces fighting the Japanese navy in the Pacific. After his military career ended, he returned to writing. His first book, an adult novel, was published in 1954. Since then Theodore Taylor has published more than fifty other books, many of them for young adult readers. “I love to write sea stories,” he has said. Indeed, the themes of adventure—particularly, adventure on the high seas—survival against the odds, and friendship form the backbone of his work.

In his critically acclaimed novel *The Cay*, Taylor adds a profound dimension to these standard themes. His dedication in *The Cay* reads, “To Dr. King's dream, which can only come true if the very young know and understand. April 1968.” The great civil rights activist Dr. Martin Luther King, Jr., was assassinated in April of 1968. As a white child growing up in the South, Theodore Taylor saw firsthand the ravages of racial prejudice. The friendship Taylor has created for Timothy and Phillip embodies the spirit of Dr. King's dream of racial harmony.

Historical Background

The primary setting of *The Cay* is World War II-era Curaçao, an island located a mere twelve degrees from the equator and less than fifty miles off the coast of South America. In 1634, the Dutch conquered the island's Spanish occupiers; since then, despite periodic changes in power, the Dutch presence and influence—from language to architecture—have remained constant.

Throughout its recorded history, Curaçao's location has played a determining role in its prosperity, sometimes tragically so. During the early years of European exploration and colonization, it served as the center of the lucrative but horrific West Indian slave trade. Captives from the surrounding islands, as well as from Africa, were brought to Curaçao to be bought and sold to work on plantations elsewhere in the Caribbean and the Americas.

(continued)

Focus on the Book (continued)

In the twentieth century, with the discovery of oil in nearby Venezuela, Curaçao became home to one of the largest oil refineries in the world. This refinery, owned and operated by the Royal Dutch Shell Oil Company, had been up and running for less than a decade when, in the 1930s, World War II broke out in Europe. The refinery's presence gave the island (and its sister island, Aruba) unexpected prominence and vulnerability during these war years.

German submarines, or U-boats, soon began lurking in the once tranquil waters off Curaçao's shores; some even slipped undetected into its busy harbor. U-boats torpedoed the freighters and tankers that transported the crude oil and refined gasoline from Venezuela to Curaçao and from Curaçao to Britain. By targeting these ships, the German government hoped to cut off vital supplies of oil and gas to England as well as

supplies of aviation fuel to British General Montgomery's forces in North Africa.

To thwart the U-boats, the people of Curaçao adopted unusual and austere precautions. In Willemstad, a steel net was stretched across the bay to prevent submarines from entering the harbor. The island's ancient forts, originally built by the Dutch as a defense against pirates, the Spanish, and ironically the English now were equipped with antiaircraft artillery, observation posts, and American troops. Civilians were required to keep all lights to a minimum at night lest they unwittingly provide a target.

With the end of the war in 1945, life in Curaçao returned to normal. Today the only invaders are tourists who flock to the island to enjoy its beaches, culture, and matchless climate.

Focus Your Knowledge

The island of Curaçao is located in a region of the Atlantic Ocean known as the Caribbean Sea. It lies less than fifty miles off the coast of the South American country of Venezuela. The island of Aruba is its closest neighbor. Curaçao is warm and sunny all year long. For many years, it was owned and governed by the European nation of Holland, which is also called the Netherlands. During World War II, Curaçao's oil refinery was considered a vital link in the effort to defeat Hitler.

- Find Curaçao on a map of the world. Estimate the distance from there to Holland, England, Venezuela, Panama, and the American state of Virginia. Research the history of Curaçao and its connection to each of these places.
- As a Caribbean island, Curaçao is by definition a seafaring land. Use a dictionary to help define the following nautical terms: **fore**, **aft**, **bow**, **stern**, **starboard**, **bridge**, **sextant**, and **falls**.
- World War II forced the citizens of the United States and Curaçao, as well as of many other places, to make sacrifices. Interview someone in your family or community who was alive during that war. Find out as much as you can about daily life in America back then.
- Some people in the Caribbean have a different way of speaking English than do we in the United States. Read over the following glossary and refer to it during your reading.

Glossary of Caribbean Terms

bahss' —boss	libin' —living
bettah —better	mahn —man
blin' —blind	mebbe —maybe
boddam —bottom	motah —motor
d'cot —the cat	d'nawth —the north
cotch —catch	ovah —over
dat —that	smahl —small
downg —down	ting —thing
d'ead —the head	tink —think
'ear —hear	tree —three
eben —even	d'udder —the other
'ere —here	veree —very
feesh —fish	d'wahr —the war
gibbin' —giving	wark —work
hab —have	d'wattah —the water
han' —hand	

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

schooners—two-masted sailing ships

massive—impressively large

sorrowful—full of sadness

shimmered—shone with a fitful light;
glimmered

defying—challenging authority

alabaster—very white and smooth

ebony—black

flimsy—unsubstantial; not strong

parch—to dry or shrivel

remote—distant; isolated

Things to Know

Here is some background information about this section of the book.

A **refinery** is an industrial plant that purifies crude oil into fuel oil and gasoline.

Blackout curtains were used during World War II to keep light from escaping through windows at night and thus providing a target for enemy aircraft.

The **Nazis** were brought to power in Germany under the leadership of Adolf Hitler in 1933. The Allied nations, primarily the United States, Great Britain, and Russia, fought them in World War II.

The **V-for-Victory** sign was made by forming a “V” with the first two fingers of the hand. It was used by people during World War II as a way of showing their belief in and support of an allied victory.

Calypso refers to a type of music long popular in the Caribbean, particularly in the West Indies. It is upbeat in tone and relies heavily on the use of steel drums.

Flying fish are so called because their unusually large fins allow them to sustain brief periods of gliding flight over the water.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Why does Phillip want to “join the people in shaking a fist at” the U-boat?

2. What are Mrs. Enright’s real reasons for wanting to leave Curaçao?

3. How does “victory or defeat” depend upon Curaçao and Aruba?

4. Why does Timothy call Phillip “Bahss” (Boss)?

5. Why does Phillip think that Timothy “didn’t seem to be a mister” ?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “Even the native **schooners** were quiet against the docks inside the channel.”
schooners: _____
2. “But I couldn’t see the usual parade of ships coming toward the harbor; the stubby ones or the **massive** ones with flags of many nations that steamed slowly up the bay to the Schottegat to load gas and oil.”
massive: _____
3. “I listened to the **sorrowful** sound of his voice until my mother’s hand switched it to off.”
sorrowful: _____
4. “The fumes **shimmered** in the air, and one by one, they ‘topped’ her tanks, loading them right to the brim and securing them for sea.”
shimmered: _____
5. “The ships had begun to sail again, **defying** the submarines.”
defying: _____
6. “His face couldn’t have been blacker, or his teeth whiter. They made an **alabaster** trench in his mouth, and his pink-purple lips peeled back over them like the meat of a conch shell.”
alabaster: _____
7. “I looked closer at the black man. . . . Muscles rippled over the **ebony** of his arms and around his shoulders.”
ebony: _____
8. “He stripped off his shirt and his pants. . . . But soon, we had a **flimsy** shelter from the burning sun.”
flimsy: _____
9. “I asked him for a drink of water. He nodded agreeably, saying, ‘D’sun do **parch**.’”
parch: _____
10. “He scanned the barren sea and then looked back at me, his old eyes growing **remote**. ”
remote: _____

I. CHAPTERS 1–3

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. How does Phillip feel the morning after the submarines attacked?
 - a. frightened
 - b. anxious
 - c. excited
2. How old are Phillip and Henrik?
 - a. ten
 - b. eleven
 - c. twelve
3. Why do Phillip and his parents live in Curaçao?
 - a. His father was born there.
 - b. His father works there.
 - c. His mother was born there.
4. What nationality are the Enrights?
 - a. American
 - b. Dutch
 - c. British
5. Where does Phillip's mother want to take him?
 - a. to Aruba
 - b. to England
 - c. to Virginia
6. What is the *S. S. Hato*?
 - a. a British tanker
 - b. a Dutch freighter
 - c. a German U-Boat
7. What happens to the *Hato* after it leaves Panama?
 - a. It is torpedoed and sinks.
 - b. It hits an iceberg and sinks.
 - c. It is captured by pirates.
8. What happens to Phillip in the lifeboat?
 - a. He is knocked unconscious by a blow to the head.
 - b. He is comforted by his mother.
 - c. He is taken prisoner by the Germans.
9. Where is Timothy's home?
 - a. Curaçao
 - b. Jamaica
 - c. the West Indies
10. Who is Stew?
 - a. the *Hato*'s cook
 - b. the cook's cat
 - c. Timothy's friend

Check Your Understanding

Short Answer

Write a short answer for each question.

1. To what does Phillip compare the German submarines?
2. How is Fort Amsterdam different the morning after the submarine attack?
3. How old was Phillip when his family moved to Curaçao?
4. Why are Aruba and Curaçao important to the war effort?
5. What happens to the *Empire Tern*?
6. What is the S.S. *Hato*'s first destination?
7. How does Phillip feel after leaving Curaçao?
8. Where has Phillip seen Timothy before?
9. Why does Phillip begin to dislike Timothy?
10. What has Phillip's mother taught him about people who are black?

Deepen Your Understanding

Characterization refers to the author's description of a character. In *The Cay*, Timothy is first introduced to us through the eyes of Phillip. How does Phillip describe Timothy? What does this tell you about Timothy? What does this tell you about Phillip? Use specific details and examples to explain your answers.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

blotted—darkened or hid

horny—very rough and hard

scorch—to burn with intense heat

haze—a blurry or partially opaque atmosphere

drone—a dull, humming sound

sizzle—a hissing sound

harass—to disturb or irritate

disheartened—discouraged

treading—beating with the feet

rage—violent anger

Things to Know

Here is some background information about this section of the book.

The **Virgin Islands** are West Indian islands located east of Puerto Rico in the Caribbean Sea. Their governance is divided between Great Britain and the United States. The capital city for the American Virgin Islands is Charlotte Amalie, located on the island of St. Thomas.

Barbados, located in the Caribbean, is the easternmost island of the British West Indies.

A **petrel** is a variety of small seabird.

A **booby** is a type of large, tropical seabird.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Why is Phillip so insistent that Timothy is from Africa?

2. How can you tell that Timothy is more worried about Phillip's blindness than he lets on?

3. Do you think Timothy really believes what he tells Phillip about the blindness?

4. Why does Phillip hit Timothy? Why does Timothy allow Phillip to hit him?

II. CHAPTERS 4–6

DURING READING

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “Total darkness **blotted** out the sea, and it became cold and damp.”

blotted: _____

2. “Once, sometime during the early night I felt his **horny** hand on my forehead.”

horny: _____

3. “The wind had died and already the sun was beginning to **scorch**.”

scorch: _____

4. “I just kept looking at him. It seemed there was a film, a **haze**, separating us.”

haze: _____

5. “The faint **drone** of the aircraft seemed closer now.”

drone: _____

6. “After a moment of silence, I heard the **sizzle** of the water as Timothy doused the torch.”

sizzle: _____

7. “‘Tis a good ting not to **harass** d’soul ovah dis.”

harass: _____

8. “Do not be **dishearten**, young bahss. Today we will be foun’, to be true.”

disheartened: _____

9. “I knew how to swim, but didn’t know which way to go. So I was **treading** water.”

treading: _____

10. “I knew Timothy was in a **rage**. I could hear his heavy breathing and knew he was staring at me.”

rage: _____

II. CHAPTERS 4–6

DURING READING

*Check Your Understanding**Multiple Choice*

Circle the letter of the best answer to each question.

1. Where did Phillip live before his family moved to Curaçao?
 - a. Florida
 - b. Virginia
 - c. North Carolina
2. What is Timothy's citizenship?
 - a. Danish
 - b. Dutch
 - c. American
3. What happens after Phillip's headache goes away?
 - a. He discovers he is blind.
 - b. He discovers he is very thirsty.
 - c. He discovers he is very hungry.
4. How many days pass before Timothy and Phillip hear a motor?
 - a. two
 - b. three
 - c. four
5. According to Timothy, what on their raft is not good luck?
 - a. the torch
 - b. the key
 - c. the cat
6. What makes Phillip laugh for the first time since his blindness?
 - a. the booby's name
 - b. Timothy's knock-knock joke
 - c. Stew cat's ticklish tail
7. What threaten to attack Phillip when he falls overboard?
 - a. flying fish
 - b. sharks
 - c. moray eels
8. How does Timothy describe the island?
 - a. It is very large and lovely.
 - b. It is very small and low.
 - c. It is very mountainous and green.
9. Why does Timothy want to go ashore?
 - a. He thinks they will be safe there.
 - b. He loves to eat sea grapes.
 - c. He wants to be off the sea.
10. How far away is the island when Timothy spots it?
 - a. about one mile
 - b. about two miles
 - c. about three miles

Check Your Understanding

Short Answer

Write a short answer for each question.

1. Where is Timothy's home?
2. How old does Timothy estimate he is?
3. What age does Timothy call "a verree important" age?
4. From where is the motor sound coming?
5. According to Timothy, what is very bad luck?
6. Now that he is blind, how does Phillip know it is early morning?
7. Why does Phillip fall overboard?
8. What does Timothy order Phillip to do on the raft from now on?
9. Why does Phillip not want to go ashore?
10. What adjective does Phillip use to describe Timothy when the old man insists on going ashore anyway?

Deepen Your Understanding

Dialogue is what the characters in a story say. Author Theodore Taylor has chosen to write Timothy's dialogue just the way it sounds, in dialect, or regional language. Think about what this does to bring Timothy to life. Then write your own short dialogue in which your character (real or imagined) speaks as a typical student in your school would speak. Remember to focus on how the words sound rather than on how they are correctly spelled.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

lurched—jerked suddenly

fetch—to get, bring, or take something

gravely—very seriously or solemnly

harshly—very sternly or severely

fret—to worry

fronds—leaves

smoldering—burning with little smoke and no flame

anguish—extreme pain or anxiety

fiber—strands

reeve—to fasten by passing through or around; to weave

Things to Know

Here is some background information about this section of the book.

A **cay** is a small, low island composed mainly of coral.

Langosta are clawless lobsters native to the Caribbean.

Gnats are small, winged insects that often bite.

Sea grape is a tropical shrub found on sandy beaches. It bears purplish fruit that hang in clusters.

Banks of coral are formed by the hard skeletons of a type of small marine animal that groups together in colonies. These often serve as the base of reefs or islands.

Scorpions are poisonous arachnids that live in warm, dry regions.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. How is Timothy and Phillip's relationship beginning to change at this point in the story? In what ways is it still the same?
2. How can a person be honest while still being dishonest?
3. What is the significance of the Devil's Mouth?
4. Why does Phillip trust Timothy's assertion that his sight will return and that an aircraft will spot their fire?
5. What happens to Phillip "that day on the cay"? How does he begin to change?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “In another few minutes, the raft **lurched** and I knew it had grounded.”
lurched: _____
2. “Timothy said, ‘Ere, young bahss, on my shoulders an’ I’ll **fetch** you to d’lan.’”
fetch: ` _____
3. “Timothy answered **gravely**, ‘True, I am not sure.’”
gravely: _____
4. “When he was closer, I said **harshly**, ‘Never leave me again. Don’t you ever leave me again!’”
harshly: _____
5. “‘True, but we cannot **fret** ’bout it, can we? We’ll make camp, an’ see what ’appens.’”
fret: _____
6. “He was making a hut of dried palm **fronds**.”
fronds: _____
7. “We’d always keep a small fire **smoldering** up by the hut, and if an airplane came near, he’d take a piece of burning wood from our small fire to ignite the big one.”
smoldering: _____
8. “There was a silence until Timothy broke it with **anguish**.”
anguish: _____
9. “But in a few minutes, he placed several lengths of palm **fiber** across my lap.”
fiber: _____
10. “I could feel him standing there watching me as I tried to **reeve** the lengths, but I knew they weren’t fitting together.”
reeve: _____

III. CHAPTERS 7–9

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. What sound greets Phillip when the raft lands on the island?
 - a. cheerful “hello’s”
 - b. the drone of an aircraft motor
 - c. the wash of the low surf
2. How long does Timothy say they may need to stay on the island?
 - a. two or three days
 - b. two or three weeks
 - c. two or three years
3. How does Phillip feel when he realizes that he is alone on the beach?
 - a. excited
 - b. lonely
 - c. frightened
4. What is the estimated elevation of the area where Timothy and Phillip make camp?
 - a. four feet above sea level
 - b. forty feet above sea level
 - c. four hundred feet above sea level
5. What do they do to celebrate making land?
 - a. drink a half cup of water
 - b. eat a fresh coconut
 - c. toast marshmallows
6. What does Timothy use to build their hut?
 - a. sea grape vines
 - b. palm fronds
 - c. coral
7. Why does Timothy ask Phillip to spell out the word *help*?
 - a. Timothy is exhausted after a long day.
 - b. Phillip wants a job.
 - c. Timothy cannot read or write.
8. What does Timothy make for Phillip from vines on the island?
 - a. a swing
 - b. a pair of sandals
 - c. a rope
9. Who is Herr Jonckheer?
 - a. a notorious U-boat captain
 - b. Timothy’s old boss in Charlotte Amalie
 - c. Phillip’s teacher back in Curaçao
10. What does Timothy want Phillip to make with the palm fibers?
 - a. sleeping mats
 - b. another hut
 - c. storage baskets

Check Your Understanding

Short Answer

Write a short answer for each question.

1. What adjective does Timothy use to describe the cay?
2. How does Timothy say he will cook the langosta?
3. How can Phillip tell that Timothy is holding something back from him?
4. What does Timothy promise Phillip?
5. How does Timothy describe the cay once he has inspected it?
6. What does Timothy plan to do to ensure their rescue?
7. How does the war complicate their rescue?
8. Why does Timothy refuse to take Phillip to the reef?
9. Why does Phillip refuse to speak to Timothy?
10. What prompts Timothy to strike Phillip?

Deepen Your Understanding

A *symbol* is anything that stands for something else. Often a symbol will represent both itself and symbolize something else at the same time. In this story, what does the cay symbolize? Use specific details and examples from the book to support your answer.

IV. CHAPTERS 10–12

BEFORE READING

*Focus Your Reading**Vocabulary Words to Know*

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

catchment—a structure for collecting water

squall—a brief, sudden, and violent storm

rancid—spoiled; rotten

cease—end; stopping

fashioned—made; constructed

submerged—hidden underwater

abruptly—suddenly; without warning

conniving—scheming; sneaky

salvaged—saved for further use

tethered—tied; bound

Things to Know

Here is some background information about this section of the book.

Steel bands are musical bands that originated in the Caribbean. They are comprised mostly of drums made from discarded metal oil barrels.

The **trade winds** are a very consistent system of winds in the tropics. They account for most of the general circulation in the atmosphere and blow northeasterly in the Caribbean.

Voodoo is a religious cult of African origin practiced in various areas throughout the Caribbean. Its beliefs are characterized by a faith in sorcery, good and evil spirits, and magic powers.

A **skate** is a diamond-shaped fish with a stinger tail. It is a relative of the stingray and a member of the shark family.

Malaria is an infectious disease transmitted by the bite of a mosquito.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Why does Timothy's explanation for why people are different colors mean more to Phillip than his teacher's explanation?
2. Why would Phillip wish for his parents to see him together with Timothy on the island?
3. What do you think it means when Phillip says that Timothy "felt neither white nor black"?
4. Why does Timothy change the subject when Phillip wants to talk about his blindness?
5. What does Timothy's bout with malaria tell you about life on the cay?

IV. CHAPTERS 10–12

DURING READING

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “Timothy yelled that his **catchment** was working. He had taken more boards from the top of the raft . . . that would catch the rain.”
catchment: _____
2. “The **squall** wind was in the tops of the palms and I could imagine how they looked in the night sky, thrashing against each other high over our little cay.”
squall: _____
3. “In a fresher one [coconut] there was still some milk, but it was **rancid**.”
rancid: _____
4. “‘Dey look widout **cease**,’ he said. ‘Dey stare, Phill-eep.’”
cease: _____
5. “Timothy had **fashioned** a cane for me, and I was now using it to feel my way around the island.”
fashioned: _____
6. “There were **submerged** coral reefs and great shelves.”
submerged: _____
7. “To the south, the beach sloped gradually out into the water. On the north side, it was different. . . . The water became deep very **abruptly**.”
abruptly: _____
8. “‘B’gettin’ his own self a lizzard, mebbe, mebbe,’ he answered, but there was something **conniving** in his voice.”
conniving: _____
9. “Also in that box were the dry matches we had left, a few pieces of stale chocolate, and small things that Timothy had **salvaged** from the beach or the raft.”
salvaged: _____
10. “I knew that if I kept going that way, I’d touch or fall over the length of life-line rope that **tethered** the raft.”
tethered: _____

IV. CHAPTERS 10–12

DURING READING

*Check Your Understanding**Multiple Choice*

Circle the letter of the best answer to each question.

1. When does it first rain on the island?
 - a. during the fifth night
 - b. during the sixth night
 - c. during the seventh night
2. Why was Timothy angry with himself?
 - a. for making a roof that leaked
 - b. for forgetting to close the windows
 - c. for not making a second catchment
3. What was Timothy's main source of fun as a child?
 - a. the yearly carnival
 - b. his friends at school
 - c. reading books
4. From what does Timothy try to make a stew?
 - a. seaweed
 - b. bamboo
 - c. palm fronds
5. What does Timothy fashion for Phillip?
 - a. a harness
 - b. a cane
 - c. a ladder
6. What does Timothy think is the jumbi?
 - a. the coconut palm
 - b. the parrot fish
 - c. Stew Cat
7. What is missing when Phillip checks the storage box?
 - a. the knife
 - b. the matches
 - c. the biscuits
8. What does Phillip step on in the water?
 - a. a stingray
 - b. a parrot fish
 - c. a skate
9. Why does Timothy put nails in the carving?
 - a. to kill the evil jumbi
 - b. to attach it to the roof
 - c. to frighten Stew Cat
10. Which of the following does Timothy NOT do when he is sick?
 - a. laugh and mumble
 - b. run into the ocean
 - c. ask Phillip to be his friend

Check Your Understanding

Short Answer

Write a short answer for each question.

1. What does Timothy use as a pipe?
2. How long does it rain that first time?
3. What does the rain mean to Timothy and Phillip?
4. What difficult question does Phillip ask Timothy to explain?
5. What daunting task does Timothy want Phillip to do?
6. How does Timothy describe Phillip's eyes?
7. Why is Timothy "very proud" of Phillip?
8. How is the north side different from the rest of the cay?
9. Where is Stew Cat while Timothy is making the carving?
10. What illness causes Timothy's sickness?

Deepen Your Understanding

Foreshadowing refers to elements in the story that give the reader a hint that something is going to happen—often something bad. The chapters in this section contain several instances of foreshadowing. Find and choose two of these examples and discuss what it is about them that makes them ominous. What do you think they mean? How do they make you feel? Use direct quotations from the book, and point out specific words and images.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

bait—to place food or other lure on
a hook

stobs—stakes or posts

sternly—severely; very seriously

sway—a bend or sag

bleak—barren; exposed to the elements

slithering—sliding or gliding along the
ground

receded—moved back or away from

eerie—weird; mysterious

tatters—rags or shreds

flayed—stripped off the skin

Things to Know

Here is some background information about this section of the book.

Mussels are shellfish found in the ocean and in tidal pools.

A **hurricane** is a large tornado originating over the ocean. Due to its violent winds, the hurricane is sometimes called a tempest.

The Grenadines are a group of islands in the West Indies. They are located just north of the larger island of Grenada.

Honduras is a country in Central America.

The **eye of a hurricane** is the calm center around which the violent winds and rain of the storm circle.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Why does Phillip finally decide to climb the palm tree?

2. What has Phillip “won” by climbing the tree and knocking down the coconuts?

3. What does Phillip mean when he asks, “ Timothy, are you still black?”

4. How could the sea be “angry”? What does Timothy mean by this?

5. Do you think it is really possible to be “beyond tears”? Why or why not?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “Timothy guided my hands in opening the tough mussel shell and digging the slippery meat out to **bait** the hook.”
bait: _____
2. “I’d feel my way along his driftwood **stobs**, find the hole, pry a mussel loose, and then fish.”
stobs: _____
3. “‘D’lizzard?’ he asked **sternly**. . . . Timothy was very impressed, and I felt good that I had been able to tell him something.”
sternly: _____
4. “He said, ‘Dere is one coconut tree ovah dere dat ’as a **sway** in ’is back like an ol’ horse. Dat is d’one to clim’.”
sway: _____
5. “Timothy explained, ‘D’nawth is alles d’**bleak** beach on any islan’,’ but he couldn’t say why.”
bleak: _____
6. “I felt movement around my legs and feet. Things were **slithering**. I screamed to Timothy who shouted back, ‘B’nothin’ but d’lil’ lizzard, comin’ high groun’.”
slithering: _____
7. “When the water **receded**, it would tug at us, and Timothy’s strength would fight against it.”
receded: _____
8. “It was strange and **eerie** in the eye of the hurricane.”
eerie: _____
9. “The wind and sea had torn our **tatters** of clothes from us.”
tatters: _____
10. “Timothy had been cut to ribbons by the wind. . . . It had **flayed** his back and his legs until there were very few places that weren’t cut.”
flayed: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. How do Timothy and Phillip track the number of days they have been on the cay?
 - a. They mark off the days on a rock.
 - b. They carve a line for each day in the trunk of a large palm tree.
 - c. They drop a small pebble in a can every day.
2. What does Timothy use to make Phillip's fishhooks?
 - a. nails
 - b. sharp sticks
 - c. old bolts salvaged from the raft
3. What danger lurks in the tide pools?
 - a. hammerhead sharks
 - b. sea urchins
 - c. barracudas
4. What does Timothy tell Phillip to use as bait?
 - a. sea urchins
 - b. earthworms
 - c. mussels
5. How does Phillip suggest the Devil's Mouth was formed?
 - a. by a volcano
 - b. by an earthquake
 - c. by a hurricane
6. What does Phillip forget to take with him when he climbs the palm tree?
 - a. the net
 - b. the knife
 - c. the hook
7. Why does the rifle shot sound mean trouble?
 - a. German soldiers have invaded the cay.
 - b. A hurricane is coming.
 - c. The coral reef is collapsing.
8. What two things does Timothy do to prepare for the storm?
 - a. builds the hut on a hill and uses the rope sparingly
 - b. teaches Phillip to fish and saves their water
 - c. built a cage for Stew Cat and buries their food in the sand
9. How does Timothy describe the July storms?
 - a. pesky
 - b. common
 - c. dangerous
10. What does Timothy do to protect Phillip from the storm?
 - a. He constructs a storm shelter for Phillip.
 - b. He shelters Phillip with his own body.
 - c. He ties Phillip to the top of the tallest palm tree.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. How many days have Timothy and Phillip been on the island when Phillip has his first fishing lesson?
2. What reason does Timothy cite for why Phillip must know how to fish?
3. How large is the fishing hole Timothy has found for Phillip?
4. According to Timothy, what should Phillip do if he were ever to fall into the fishing hole?
5. How is fishing different for Phillip now?
6. According to Phillip, how have the various plants come to grow on the island?
7. Why does Timothy tell Phillip, “you do not need d’eye now”?
8. How does Timothy describe the sea and sky before the hurricane?
9. Why is this hurricane a “freak” storm?
10. After Timothy dies, when does Phillip first cry?

Deepen Your Understanding

A mentor is a wise and trusted teacher or counselor, someone older to whom one looks for guidance and inspiration. The term comes from the name of Ulysses's faithful counselor in Homer's *The Odyssey*.

In *The Cay*, Timothy serves as Phillip's mentor. Use examples from the novel to describe how Timothy mentors Phillip. In what ways does the older man teach, counsel, guide, and/or inspire Phillip? Describe how the story might have been different had Timothy chosen not to mentor the boy.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

lee—the side sheltered from the wind

legacy—something handed down

precise—exact

yanked—jerked or pulled away suddenly

earnest—a serious and determined mental state

flailing—thrashing or waving one's arms erratically

gingerly—carefully; cautiously

bleat—to whine or cry like a sheep

idling—running at a slow speed

badgering—nagging

Things to Know

Here is some background information about this section of the book.

A **sea fan** is a marine animal that branches in a fanlike form. It is a relative of the coral and sea anemone and is found mainly off the coast of Florida and the West Indies.

The **moray eel** is a fierce and voracious sea animal with a long, narrow body. It is found in the crevices of coral reefs.

Sulphur is a nonmetallic element that burns in the air and is used in making matches.

A **gangway** is the passageway on or off a ship.

Panama is a country in Central America. The Panama Canal, which connects the Atlantic Ocean with the Pacific Ocean, is located here.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. How might Phillip's blindness protect him from fear?
2. What does Phillip's prayer over Timothy's grave tell you about how the boy has grown?
3. What are the different aspects of Timothy's legacy?
4. Why does Phillip go diving in the fishing hole? What does this tell you about him?
5. How do you know that Phillip continues to miss Timothy?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “Both were to the **lee** side of the storm.”
lee: _____
2. “They were one more part of the **legacy** Timothy had left me.”
legacy: _____
3. “Without Timothy’s eyes, I was finding that in my world, everything had to be very **precise**; an exact spot for everything.”
precise: _____
4. “I was certain that nothing was in the hole aside from the usual small fish I **yanked** out each morning.”
yanked: _____
5. “This time, I dived in **earnest**. I went straight down, touched the bottom, and then took a few strokes toward the coral sides of the pool.”
earnest: _____
6. “I’m sure I screamed as I broke water, **flailing** toward the edge of the hole.”
flailing: _____
7. “Pain shooting up my entire arm, I lay panting on the edge of the pool and **gingerly** began to feel my wrist.”
gingerly: _____
8. “Only the occasional **bleat** of the gull gave me a picture of that bird, for I had heard and seen them many times around the sea wall in Willemstad.”
bleat: _____
9. “The engine was now **idling**, and someone was coming toward me.”
idling: _____
10. “On deck I was asked so many questions all at once that one man barked, ‘Stop **badgering** him. Give him food, medical care, and get him into a bunk.’”
badgering: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. Where does Phillip find the fishing poles?
 - a. buried in the sand
 - b. tied to a palm tree
 - c. lashed to a rock
2. How many fishing poles does Phillip find?
 - a. at least ten
 - b. at least twelve
 - c. at least fourteen
3. In what way does Phillip teach himself to tell time?
 - a. by turning his head toward the warmth of the sun
 - b. by listening to the sound of the tide
 - c. by feeling the warmth of the sand
4. Without Timothy's eyes, what does Phillip realize everything in his world must be now?
 - a. very frightening
 - b. very experimental
 - c. very precise
5. Why do the birds attack Phillip?
 - a. He has walked into their nesting ground.
 - b. He has tried to snare one for his breakfast.
 - c. He has startled them.
6. What attacks Phillip when he dives in the fishing hole?
 - a. It is most likely an octopus.
 - b. It is most likely a moray eel.
 - c. It is most likely a very large lobster.
7. Where does Phillip think the surviving lizards went during the hurricane?
 - a. under the rocks on the hill
 - b. high in the palm trees
 - c. in the crevices of the coral bank
8. For whom does Phillip call when the aircraft crosses the cay?
 - a. Stew Cat
 - b. his father
 - c. Timothy
9. What is the only thing Phillip wants to take with him when he leaves the island?
 - a. Timothy's hat
 - b. Timothy's knife
 - c. Timothy's carving of Stew Cat
10. How many operations does Phillip undergo before his sight is restored?
 - a. three
 - b. four
 - c. five

Check Your Understanding

Short Answer

Write a short answer for each question.

1. How does Phillip dig Timothy's grave?
2. What are two things Phillip resolves to do after the hurricane?
3. What time is it if the angle of the sun is directly over Phillip's head?
4. How many days after the storm does Phillip begin keeping the "time" can again?
5. What does Phillip do that Timothy had warned him never to do?
6. Why does Phillip decide never to go back in the fishing hole again?
7. What sound does the breeze make when it passes through the palm fronds?
8. How does Phillip know that Stew Cat has heard the sound of the aircraft?
9. How does Phillip attract the aircraft's notice?
10. Where does Phillip spend his time once he returns to Curaçao?

Deepen Your Understanding

Descriptive language is used by authors to give readers an idea of how people, places, or things in a story look, sound, smell, taste, or feel to the touch. In these last chapters of *The Cay*, Theodore Taylor is limited—by Phillip’s blindness and Timothy’s death—in what he can describe. Using examples from the book, discuss the descriptive language employed to describe what Phillip hears, smells, tastes, and touches. Choose at least one example for each sense.

End-of-Book Test

Circle the letter of the best answer to each question.

1. Why did the German submarines destroy the lake tankers?
 - a. because they wanted to prevent their crude oil from being turned into aviation gas
 - b. because they wanted to demonstrate the power of the U-boats
 - c. because the lake tankers were simply too close to the intended target
2. What war is raging when the book begins?
 - a. World War I
 - b. World War II
 - c. The Gulf War
3. Why, despite his feelings of prejudice, does Phillip chose to curl up next to Timothy on the raft?
 - a. He realizes that being prejudiced is silly.
 - b. He is lonely.
 - c. He does so for warmth.
4. How do you know that Phillip panics when he realizes he is blind?
 - a. He crawls around the raft and screams for his parents.
 - b. He yells at Timothy.
 - c. He tries to jump off the raft.
5. When Phillip asks Timothy to tell him “what’s out there,” what is he really asking Timothy to do?
 - a. to go get help
 - b. to become his eyes
 - c. to describe the weather conditions
6. Why is Timothy angry when Phillip falls overboard?
 - a. He is mad about having to jump in the water to save Phillip.
 - b. He is frustrated because he has warned Phillip many times.
 - c. He is very worried and frightened for Phillip.
7. Why does Timothy forget for a moment that Phillip is blind?
 - a. He has a very bad memory.
 - b. Fighting off the sharks has distracted him.
 - c. Phillip does not seem blind.
8. Why is Phillip alarmed when Timothy makes camp on the island?
 - a. He doesn’t like Timothy’s choice of materials.
 - b. He doesn’t want to stay on the island for long.
 - c. He had hoped to continue sleeping on the raft.
9. What does Phillip realize once he is left alone on the beach?
 - a. that they are in serious trouble
 - b. how helpless he is without Timothy
 - c. how peaceful the island is
10. Why does Phillip feel superior to Timothy?
 - a. because Timothy cannot spell
 - b. because Timothy cannot climb
 - c. because Timothy did not go to school

(continued)

End-of-Book Test (continued)

11. Why does Phillip like the rain?
 - a. It is something he can enjoy without his sight.
 - b. It drowns out Stew Cat's snoring.
 - c. It reminds him of home.
12. What is a jumby?
 - a. a fish
 - b. an evil spirit
 - c. a tropical flower
13. What does Phillip think has happened to Stew Cat?
 - a. He fears the cat has drowned.
 - b. He fears Timothy has killed the cat.
 - c. He fears the cat is stuck in a palm tree and can't get down.
14. Why does Phillip consider trying to leave the island by himself?
 - a. He wants to get help for Timothy.
 - b. He thinks the cay is haunted.
 - c. He imagines Timothy might try to harm him.
15. Why does Timothy decide that they might stay on the cay forever?
 - a. because they haven't seen a ship or an aircraft since arriving
 - b. because Timothy realizes he is going to die soon
 - c. because Timothy realizes how lucky they are to be there
16. What modification has Timothy put in place along the reef for Phillip's benefit?
 - a. Every two feet he has driven pieces of driftwood into the coral so Phillip can feel his way.
 - b. He has lined a long path through the coral with palm fronds so that Phillip will not hurt his feet.
 - c. He has built a ramp down to the beach so that Phillip will not get lost.
17. What does it mean when Phillip tells Timothy, "Dis is outrageous, hombuggin' good feesh 'ole"?
 - a. Phillip has forgotten how to speak in his regular way.
 - b. Phillip no longer sees himself as superior to Timothy.
 - c. Phillip is making fun of Timothy.
18. Why does Phillip go back up the palm tree again when he is just a few feet from the ground?
 - a. He becomes disoriented and does not know which way is down.
 - b. Timothy orders him to get a coconut or not come down at all.
 - c. He doesn't want to disappoint Timothy.
19. What does Phillip have in common with the attacking birds?
 - a. They both are hungry.
 - b. They both are fighting for survival.
 - c. They both are stranded on the cay.
20. How long does Phillip live on the cay?
 - a. from April until August
 - b. from May until July
 - c. from March until July

Answer Key

I. CHAPTERS 1–3

Build Your Vocabulary

Wording of definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of *Focus Your Reading*, or they may refine the definitions based on the context of the sentence and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. b |
| 2. b | 7. a |
| 3. b | 8. a |
| 4. a | 9. c |
| 5. c | 10. b |

Check Your Understanding: Short Answer

1. He compares them to silent, hungry sharks.
2. There are now real soldiers there with rifles and machine guns.
3. He was seven years old.
4. Their gas and oil went to England and Africa to aid the British war effort.
5. It is torpedoed by a German submarine just minutes after loading up with gasoline.
6. Its first destination is Panama.
7. He is lonely and sad.
8. He has seen him working on the *Hato*.
9. Phillip is angry because Timothy has refused to give him any more water.
10. She is a racist and has taught Phillip that people who are black are "different and they live differently. That's the way it must be."

Deepen Your Understanding

Answers will vary.

II. CHAPTERS 4–6

Build Your Vocabulary

Wording of definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of *Focus Your Reading*, or they may refine the definitions based on the context of the sentence and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. a |
| 2. c | 7. b |
| 3. a | 8. a |
| 4. b | 9. c |
| 5. c | 10. b |

Check Your Understanding: Short Answer

1. He is from Charlotte Amalie on St. Thomas, Virgin Islands.
2. He thinks he is "little more than sixty."
3. He is referring to being "almost twelve" years old.
4. It is coming from an aircraft in the sky.
5. He says this about causing the death of a cat.
6. The air is still cool, and there is dampness on the boards of the raft.
7. He excitedly jumps up when Timothy sees an island and stumbles in his blindness.
8. Phillip must crawl.
9. Since the island is deserted, Phillip feels their chances of rescue by the Navy are greater if they remain on the raft.
10. Phillip thinks there is no one on the earth more stubborn than Timothy.

Deepen Your Understanding

Answers will vary. Students must use phonetic spellings and natural speech patterns.

III. CHAPTERS 7–9

Build Your Vocabulary

Wording of definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of *Focus Your Reading*, or they may refine the definitions based on the context of the sentence and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. b |
| 2. a | 7. c |
| 3. c | 8. c |
| 4. b | 9. c |
| 5. a | 10. a |

Check Your Understanding: Short Answer

1. He says it is “beautiful.”
2. He says he will roast them.
3. He can tell from the tone of Timothy’s voice.
4. Timothy promises that he will never leave Phillip.
5. He says it is about one mile long and one-half mile wide and shaped like a melon.
6. He plans to build a signal fire.
7. All the ships and aircraft were needed to fight the U-boats and would not be available to search for Phillip and Timothy.
8. Timothy has not been there himself and does not know yet if it is dangerous.
9. Phillip is sulking because Timothy left him alone for such a long time.
10. Phillip turns on Timothy, cruelly calling him “ugly” and “stupid” and taunting him with the fact that Timothy cannot spell.

Deepen Your Understanding

Answers will vary.

IV. CHAPTERS 10–12**Build Your Vocabulary**

Wording of definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of *Focus Your Reading*, or they may refine the definitions based on the context of the sentence and the reading overall. Students’ new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. c |
| 2. c | 7. a |
| 3. a | 8. c |
| 4. a | 9. a |
| 5. b | 10. c |

Check Your Understanding: Short Answer

1. He uses bamboo that he found on the beach.
2. It rain for almost two hours.
3. The rain is their only source of freshwater on the island.
4. He asks Timothy to explain why there are different colors of skin.
5. Timothy wants Phillip to climb the coconut tree and cut off some coconuts.

6. He says that they “look without cease; they stare.”
7. Phillip walked the whole way around the island.
8. “There were submerged coral reefs and great shelves. The water became deep very abruptly . . . sharks could swim close to shore.”
9. Stew Cat was on the raft.
10. Timothy has malaria.

Deepen Your Understanding

Answers will vary. Students must cite and explain two specific examples from Chapters 10, 11, and/or 12 only, however.

V. CHAPTERS 13–15**Build Your Vocabulary**

Wording of definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of *Focus Your Reading*, or they may refine the definitions based on the context of the sentence and reading overall. Students’ new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. b |
| 2. a | 7. b |
| 3. b | 8. a |
| 4. c | 9. c |
| 5. a | 10. b |

Check Your Understanding: Short Answer

1. They have been there forty-eight days.
2. Timothy is worried that he might be sick again and not be able to provide food for Phillip.
3. It is about twenty feet in diameter and six to eight feet deep.
4. He should just stay in the hole until he feels which way the water washes, then follow it to the ledge and pull himself out.
5. Before he became blind, fishing was fun; now it feels as if Phillip has done something very special. He is learning to do things all over again—by touch and by feel.
6. Seeds drifted in from the sea or were brought there by birds. After a rain, the seeds took root.
7. Phillip has done something blind (climb the tree) that Timothy could not do even with his sight.

8. The sea is as “smooth as green jelly” but getting “cloudy.” The sky has a “yellowish cast” and no birds are in sight.
9. Most hurricanes don’t strike until September or October, but this is July.
10. He first cries when Stew Cat returns.

Deepen Your Understanding

Answers will vary.

VI. CHAPTERS 16–19

BUILD YOUR VOCABULARY

Wording of definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context of the sentence and the reading overall. Students’ new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. b |
| 2. b | 7. b |
| 3. a | 8. c |
| 4. c | 9. b |
| 5. a | 10. a |

Check Your Understanding: Short Answer

1. He digs it with his hands.
2. He resolves to feed himself and Stew Cat, rebuild the hut, build another signal fire, and spend each day listening for aircraft.

3. It is around noon.
4. He does this five days after the storm.
5. He dives in the fishing hole for langosta.
6. He has been fiercely attacked by something (probably a moray eel) there.
7. It makes a flapping noise.
8. Stew Cat’s body is tense, and his head is pointed toward the sound.
9. He burns the sea grape, which produces an oily, black smoke.
10. He spends his free time along St. Anna Bay and at the Ruyterkade Market, where he talks to the local people there.

Deepen Your Understanding

Answers will vary. Students’ answers should focus on adjectives and adverbs that help the reader experience Phillip’s world through his remaining four senses.

END-OF-BOOK TEST

- | | |
|-------|-------|
| 1. a | 11. a |
| 2. b | 12. b |
| 3. c | 13. b |
| 4. a | 14. c |
| 5. b | 15. a |
| 6. c | 16. a |
| 7. b | 17. b |
| 8. b | 18. c |
| 9. b | 19. b |
| 10. a | 20. a |

